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The Rocky Mountain

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MAY 23 '67

Leader

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On Memorial Day let us remember
the few to whom we owe so much.

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April-
May
1967

Vol. 66, No. 5

April-May, 1967



1967 School Activities

MAY

- 3 Wednesday Parents-Teachers-
Houseparents Assn. Meet-
ing and Style Show
- 5 Friday Boy Scout Carnival
- 6 Saturday Spring Party
- 7 Sunday Movie
- 13 Saturday Boy Scout Parade
- 19 Friday Non-Rotating Classes
Picnic
- 20 Saturday Literary Society
Dinner-Dance
- 21 Sunday Movie
- 27 Saturday Boy Scout-Girl Scout
Outing
- 28 Sunday Study Hall,
7:00-8:00

- 29 Monday Final Exams
- 30 Tuesday Final Exams
- 31 Wednesday Final Exams,
to 11:40
- 31 Wednesday Awards Program,
1:00 P.M.
- 31 Wednesday Parents-Teachers-
Houseparents Business
Meeting, 2:30 P.M.
- 31 Wednesday Spring Musical,
8:00 P.M.

JUNE

- 1 Thursday Students Travel
- 1 Thursday Teachers Record
Grades
- 2 Friday Teachers Prepare
Rooms for Summer
Maintenance

Boy Scout meetings will be *every Tuesday night except the Third Tuesday of the month at 8:00 p.m.*

Girl Scout meetings, Department for the Deaf, will be *every other Monday at 8:00 p.m.* Department for the Blind meetings will be at 4:30 p.m. *every Monday.*

Literary Society will meet on the *Third Tuesday of each month at 8:00 p.m.*

Merry Makers will meet on the *Second and Fourth Friday of each month at 8:00 p.m.*

The Fortieth Legislative Assembly and Our School

By Floyd J. McDowell

Superintendent, Montana School for the Deaf and the Blind, Great Falls, Montana

(Early in May, Superintendent Floyd J. McDowell spoke before the Lions Club. Because the highlights of his talk are of vital interest to parents and friends who were of such great help during the recent Legislature, his speech is reprinted.)

EACH LEGISLATIVE session is a crucial time for the Montana School for the Deaf and the Blind. Better than ninety-five per cent of the total operating budget is appropriated by our law makers from the general fund of the state. The remainder of our budget comes from land grant income.

The total costs of major improvements and for capital building projects are appropriated by our legislators. We do not have independent income from student fees or other charges which could be used for bonding.

You can readily see then why every two years the superintendent of this school is a concerned, worried and very busy person. The major responsibility for supplying information and guidance to our lawmakers is on his shoulders. The legislators have hundreds of difficult items and proposals to consider in the short time they are in Helena. If an agency such as our can present to them a sound proposal, based on true facts and reliable information, they have a better chance to make sound judgments in the laws and appropriations that are to be passed.

I would like to review for you some of the information and facts that were presented to our legislators and then summarize the results.

The Montana School for the Deaf and the Blind was moved from Boulder to Great Falls and began operations here in the fall of 1937.

We were in the midst of the depression years then, so the facilities provided were at best minimal. Progress and changes in the scope and concepts of education have rendered these facilities even more inadequate. Some small and modest additions which were made since the war, were temporizing concessions to the growing need for adequate modern educational facilities.

The same can be said of the operational budget. The operational budget for this school in 1937 was very minimal—reflecting the economic strain of the time. The dollar value and purchasing capability of that budget remained the same for too many years. Rising costs of services and materials, through and immediately after the war, were not met through comparable budget increases. Our educational program sank deeper and deeper into the abyss of mediocrity. Proven innovations in methodology, and programs for the education of the visually handicapped and for the education of the aurally handicapped, were never possible because of limited facilities and financial resources. Teachers salaries at this school hit a low point when our average salary was nearly \$2,000 below comparable professional salaries.

This in brief is the picture, however gloomy, that existed but a short time ago.

The Thirty-Ninth Legislative Session in 1965 passed appropriations for this school which reflected a realization of our needs. A good step forward was made. The twenty per cent increase they gave us went mostly

into salaries and educational equipment. Our lawmakers also at this session passed appropriations for some capital improvements which were necessary.

It remained for the Fortieth Legislature, which adjourned last March, to provide the financial resources necessary for us to get back on the road to providing a truly adequate educational opportunity for the children we serve.

We received about a 60 per cent increase in our operational budget. For the first time since the school was established in Great Falls, we have the means by which we can start the catching up process. The needed personnel and materials for a modern educational program can now be procured—not to the fullest extent, but to the extent that is possible and reasonable over the next two years. Our salary structure is coming into line and we can begin to compete for teachers as well as adequately pay our present staff.

This is but half of the enlightened provisions coming from the recent legislative assembly. From the cigarette tax bonding monies, we will receive \$400,000 to construct a schoolroom building. In addition to this sum, we have close to \$100,000 available to use from 1965 appropriations. The legislators provided in the law that a Master Plan was to be drawn up first for an entire school complex. Moneys were set aside for this purpose. When the Master Plan is completed, the academic unit will be designed and built. Now we are on our way. The need and urgency for a total and modern facility is recognized and we have been given a start.

Of course this good fortune, for the cause of education for the visually handicapped and hearing handicapped children of Montana, would not have been possible without the interest, concern and efforts of many people.

The State Board of Education, as the governing body for this school, took a realistic and vigorous part in promoting our needs. Our parents and alumni were active and effective. The Local Executive Board for the school was right there every time when needed to give their support.

Our Cascade County delegation to the legislature informed themselves and acted in unity for our support. Many senators and

representatives from all over our state were interested and gave us support. It is impossible to mention each legislator by name because there are so many. I must in good conscience, however, name one legislator who became the focal point and leader for our cause. Senator William Bertsche, from Cascade County, was that man. His great energy and capabilities were directed to our benefit as well as to the benefit of all education. Without his support and guidance our good fortune would be somewhat less.

Our most sincere "Thank You" to everyone who helped us so much.

I'm Your Deaf Child, Listen!

I have things to tell you. **Listen!**
My voice is not like yours but—
Does it matter how I tell you?

I see! I touch! I think! I feel!
I'm sure my heart is much like yours.
Let me tell you. Take time. **Listen!**

I'll tell you what I see. **Listen!**
I will tell you what I touch
And I will tell you what I think.

If you listen to these things, then—
I'll tell you the things of my heart.
Take time. Make time. Listen! Listen!

—A Plea

QUOTABLE QUOTES

When you cannot make up your mind which of two evenly balanced courses of action you should take—choose the bolder.

* * *

The sense of humor is the oil of life's engine. Without it, the machinery creaks and groans. No lot is so hard, no aspect of things is so grim, but it relaxes before a hearty laugh.

—G. S. Merriam

Reading Readiness

Some ideas which may be incorporated into a reading readiness scheme for young blind children

Vera G. Pittam

Lickey Grant School, Bromsgrove, Worcestershire, England

DEVELOPMENT of the ability to read is but one aspect of growth of the whole personality. However, there are certain skills and concepts to be acquired, the teaching of which may form the basis of a scheme for reading readiness. Although one has to list these skills when writing about them, the activities discussed below would go on each day, and be part of the whole day's program, not just confined to the reading period.

1. Tactual Perception and Discrimination

A child has to have a concept of "size" in terms of big, little, long, longer, short, tall. Understanding of these terms may be developed by giving children various-sized buttons to play with and sort (sometimes large quantities of these may be obtained from a dry-cleaning firm). Also useful are collections of plastic clothes pegs, large and small, cotton reels, small dolls, airplanes, and cars in various sizes. At first these would only be sorted into piles of "big" and "little," but as skill and understanding develop, they may be graded in various ways requiring finer discriminations. Tins which fit into each other could be collected from home, and there are various commercial games which help to give concept of size, i.e., nesting blocks, pyramids of rings, etc. Drinking straws, sticks, strips of paper, pipe cleaners and spools are useful in teaching "long" and "short."

Tactual discrimination of "shape" may be encouraged by presenting triangles, circles, and squares in cardboard or other firm material. Shapes cut out of felt, foam rubber or flocking paper may be sorted or placed besides similar ones mounted on paper. Ideas of "alike" or "different" may be taught using these shapes. A vacuum forming machine may reproduce raised shapes, a row of about four shapes with one shape different. The child might be asked to "find the shape in

each row which is different from the others," or in rows where one shape in each row is like the first he would be asked to "find the one which is like the first shape in the row." Reproductions of familiar objects such as small scissors (one pair open, the rest closed), wooden spoons, and buttons, may be produced in this way. Once a few sheets of these raised reproductions have been collected they will last for some years. It is, of course, essential that before giving the blind child such a raised "picture" of any object, he should have had the chance to become familiar with the real object.

Continuing the process of training tactual perception, we should include opportunities to learn of "texture" and "consistency." Sandpaper of various degrees of coarseness, various contrasting materials such as velvet and silk, may be played with and sorted. Baking buns, cakes, pastry, free play with sand, water and clay give experiences with "consistency." Dolls' clothes may be washed in **soapy** water and rinsed in **clear** water. Modelling with dough, papier mache and similar mediums, will be done with the same incidental aims in view. The classroom notice board may have a corner where a different puzzle may be pinned each day, such as "find the shape which is different," or "find the paper which feels smooth."

At the same time as the child is being trained to learn through touch, flabby fingers need to be strengthened and made alert. A collection of many kinds of small bottles (unwashed where possible so that children may have the delight of smelling them), for sorting the bottle tops and screwing them on to the correct bottles, "pop beads,"

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plasticene, and clay, all help little fingers to gain coordination and control. Commercial toys of the "workman's bench" type, and various simple construction toys, may be used to strengthen fingers. Many little finger-play rhymes may be used for this purpose too.

The group will enjoy many games aimed at encouraging learning through feeling. One such is "The Mystery Man." The teacher sings to the tune of "The Muffin Man.":

"Do you know the Mystery Man,
The Mystery Man, the Mystery Man,
Do you know the Mystery Man,
He's coming 'round today."

Each child in turn has an object placed in his hands by the "Mystery Man," and has to identify it.

There is a reading readiness book published by the American Printing House for the Blind, Louisville, Kentucky, called **Touch and Tell**. This book is for the child's use and helps him to develop some of these aspects of tactual discrimination and other basic reading skills. If this book is not available to the classroom teacher, she might build up her own collection of books for the children to "read." There could be pages on which certain shapes are stuck which have been cut out of flocking paper. The child would be asked to find the triangle, or the square, etc. Pages could be devised to introduce concepts of size, top and bottom of a page, left and right, gradually introducing braille lines, letters and words. Each page would have to introduce just a very small step forward and the teacher should be quite clear what concept is to be stressed on each page. If good quality paper is used, and flocking paper shapes strongly glued on, these books would last long enough to justify the initial expenditure of time and energy. The child would also have the thrill of using a "real book" while he is learning.

Concurrently with this, the child could be building up his own workbook, page by page. Gummed paper is the most useful device whereby a child may mark off the shape which is "different" or "like the first." This may be done by placing a short strip above, below or across the shape, by placing a small square on the left or right of a shape (or later of a braille word), by placing a circular or square frame (cut out by the teacher)

around the shape. On one page the child might be asked to differentiate between "top" and "bottom" of a page by sticking squares along the top and circles along the bottom. On another page he might stick big triangles anywhere on the left of a brailled vertical line, and little ones on the right. This will involve more of the teacher's time to prepare than it will take the child to complete the task as instructed. A long-term view of the project should make it worthwhile: the joy of the child when he takes home his completed workbook with covers he has finger-painted himself; the pride of the parents on seeing the child's progress; the thoughtful way in which he is being taught.

2. Knowledge of Left and Right

This is a necessary skill for reading. Teachers of young children will no doubt have their own collection of rhymes, such as the following, for teaching this:

"This is my right hand,
Raise it up high.
This is my left,
Stretch it up to the sky.
Right hand, left hand,
Twirl them around,
Left hand, right hand,
Pound, pound, pound."

As children work in the type of book previously described, training in reading from left to right is already being absorbed.

3. The Ability to Follow Instructions

This is something which must be achieved before good results can come from formal school work. As the beginner learns classroom routines, such as lunch time, cloak-room, the way to greet visitors or the headmaster, learns to keep his desk and classroom shelves tidy, or to do errands for the teacher, he is learning that cooperation with the teacher which is valuable in a learning situation. When the child is capable of performing specific tasks, such as threading various shaped beads to a certain pattern, putting pegs in a board a certain way, he is indicating to the teacher his readiness to learn to read.

4. Auditory Perception and Discrimination

This is most important, especially as leading towards phonics skill. There is not room

here to describe in detail the way in which the appreciation of differences and similarities in sounds, the ability to group, generalize, and discriminate, are built into a phonic program. Here are a few simple means by which the foundation for such a program may be laid. Various group games such as the "Good morning" game can be used. One child stands in front, the rest change into different places. The one touched by the teacher says, "Good morning" to the child in front who guesses who spoke, and replies, "Good morning, (name)." Children may be asked to find a hidden music box which is playing. In music lessons they may be asked to respond to "loud" and "soft" tones, to "high," "medium," and "low" pitch, and to various rhythms. The teacher will have her own favorite records for training good listening. Sound effect records will be much enjoyed. Tape recordings of sounds which suggest a story could be made, using sequences of everyday sounds within a child's experience, then children asked to tell the story.

5. Ability to Listen to Stories and Retell Them in Logical Sequence

Dr. Lowenfeld says that "school readiness is largely the same as reading readiness" and concerning this school readiness he writes, "Showing interest in stories and being able to retell them with understanding . . . will be present in children in varying degrees and should be considered when a child's readiness for school experiences is being reviewed."

Before reading a story to young blind children, the teacher should make sure that the children have sufficient understanding of the concepts involved, so that they can understand the story. This does not mean explanations by words alone, but by actual experience with the objects or happenings in the story. More will be said on this in a later paragraph.

Story records are useful, especially with all the extra sound effects they use, but they give no opportunity for the child to interpolate questions or remarks. Adequate preparation and follow-up are necessary when such records are used. In their article "Creating Motivation Through Meaningful Reading"

(**The Education of the Blind**, December, 1962), Mrs. Huffman and Miss DiPietro suggest that teachers would find it useful to take a recorded tape as stories are being read and discussed. The children will be interested to head a re-play of the tape later and to listen to their remarks. As children hear the story repeated any new ideas contained in it will become more familiar. Further opportunities for oral expression would be given as children tell their "news," recall visits, or tell what they want to be written for them in letters home.

6. A Background of Rich and Varied Experiences

Reading will come more easily to a child who can relate the words he reads to realities he has experienced. It is the responsibility of his teacher to see that he continues to enjoy many experiences, and has opportunities to learn what is going on in the real world around him, first in the school, its grounds, and then the world outside. He may enjoy visits to the school kitchen, seeing the equipment used by cleaners and gardeners, being present when coal is unloaded, or talking to the tradesmen who deliver food. A stimulating classroom would contain plant and, if possible, animal life, and interesting objects including everyday things.

7. Mental and Emotional Readiness

Children have usually been conditioned to think that they are coming to school to learn to read. This happy expectancy needs to be kept alive. The warmth of the welcome, and the understanding the child receives when he first comes to school, will help him to feel comfortable and secure, ready to work without distraction by worries.

8. A Feeling that Reading is Meaningful

Braille labels on objects around the room; the child's name on clothes pegs and desks, will help him to see meaning in words. (If clear plastic is used for a child's name, a paper may be placed underneath bearing his name in inkprint. These may then be conveniently read by adults and visitors.)

A favorite story containing repetition may have the repetitive lines brailled out. Children "read" these lines each time they occur in

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Methods of Communication And Teaching Methods

By Richard G. Brill, Ed.D.

Superintendent, California School for the Deaf, Riverside

Reading Readiness . . .

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the story. A happy playtime experience may have one or two simple lines brailled out about it by the teacher, and the children "read" these lines. They are not really "reading," but are realizing that braille expresses thoughts.

These suggestions are just starting points from which a teacher may build her own ideas. Upon analyzing the processes involved in the early reading stages, she may find additional signposts to ways in which to build up reading readiness. Anything done to help the whole development of the child will help him to read to the best of his ability, within his intellectual capacity.

—The New Outlook

Music Department Notes

This year the music program for the Department of Blind has given the pupils a new set of experiences.

During the district music festival held here in Great Falls, Anita Nelson, vocalist, Joy Goodover, pianist, and the Senior Chorus all won excellent ratings.

The chorus, consisting of twelve voices, has made numerous appearances at several P.-T. A. groups, school assemblies and social clubs. The highlight for the students was the trip to Helena and the appearance before the House of Representatives where the students sang several numbers.

The spring concert which will be held in the school gym May 31, at 8 p.m., will feature the Junior Chorus in several songs, two first-year instrumental solos, and a group of numbers by the Senior Chorus. The music program will be under the direction of Mr. Fay Binkley. The public is cordially invited to the May 31 concert.

Methods of communication and methods of education, in regard to the education of the deaf, often seem to be confused, not only in the minds of parents and the general public, but often in the minds of educators of the deaf. Some clarification of the distinction and a review of the methods of communication used in education at the California School for the Deaf, Riverside, seem to be in order.

One of the major problems in the area of the deaf for the past 100 years has been what is termed the "war of methods." This is the difference in philosophy and the difference in policy between those who advocate and use exclusively oral means of education versus those who believe in an oral means of education supplemented by manual communication. One of the problems in the thinking of people is the confusion in terminology between education and communication.

We have various methods of education. Examples would be such things as the lecture method, project method, unit method, the laboratory method, the contract method, and many others. All of these refer to the kinds of activities the teacher and the pupil are engaged in with the objective of bringing about change in behavior in the child and adding to his sum total of knowledge.

We have various methods of communication. Essentially there are three component parts of communication. One of these is receptive communication. When a person is receiving a message from someone else through reading, hearing, lipreading, or reading signs or fingerspelling, he is involved in receptive communication. Communication is generally between two or more people and in order to be able to receive communication someone else must be expressing a thought or an idea. Therefore, expressive communication includes speech, writing, or the use of fingerspelling or signs.

We have another factor that is involved and this is termed inner language. A person must be able to think in a symbol system to be able to generate ideas and also to be able to receive and express ideas. Our symbol system is commonly the English language which is the attachment of meaning to words.

A communication system should not be confused with a method of education or a method of learning. Communication must be used in learning, but they are really two different things.

Many proponents of exclusively oral communication for deaf children completely ignore the distinctions between expressive communication and receptive communication. Just because a child may learn to speak well does not mean that he automatically can understand through lipreading well. The two abilities are distinctively different. The opposite can also be true, that a person may understand fairly well through lipreading and still not have intelligible speech. If a person has normal speech as the result of having normal hearing until the age of twelve and then suddenly loses his hearing, we can expect that his speech will continue to be virtually normal and certainly intelligible. This person may not have a very high degree of ability to lipread. Thus, his expressive communication remains virtually normal and yet his receptive communication as far as lipreading is concerned, may be very weak.

Many people who are not familiar with manual communication do not realize that involved in manual communication are actually two different systems. One is that of manual fingerspelling, and the other the sign language. Manual fingerspelling is the use of the alphabet with particular formations of the fingers of one hand, and thus communication through manual spelling is communication by spelling out completely each word and each sentence. The use of the English language is just the same as when it is used in written form whether it is in a book, in a note, or on the chalkboard.

On the other hand, the sign language is the formation of a formal sign or gesture which stands for a specific word or idea. The sign language is ideographic and while it is a translation of English, it is not English in the same sense as when manual fingerspelling is used.

This school uses the Rochester Method of communication. Other names for this might be the simultaneous method or the combined method. In practice, this means that our teachers talk and fingerspell simultaneously. We also expect our children to fingerspell and talk to the extent that they are able. We believe there are great advantages to this system of communication. Individual differences occur as frequently in a deaf person's ability to learn speech and lipreading as they do in hearing people's ability to learn to play the piano or paint a picture. While one child may be able to learn to lipread quite well, another child may never be able to lipread well. While one child may have good, intelligible speech, another child may not have good, intelligible speech. By supplementing oral speech with manual fingerspelling, it gives the deaf person the opportunity of getting his receptive language through fingerspelling, through lipreading, through residual hearing, or a combination of all three.

It also means that because complete English is used in fingerspelling the deaf child has much more practice in seeing complete English and thus a much greater opportunity to learn complete English. When lipreading alone is used, due to the fact that less than 50 per cent of sounds are visible on the lips, the deaf child is really trying to understand English through a very poor sign language which gives him less than 50 per cent of the clues. On top of this, he does not have a normal command of English as a basis for guessing the greater than 50 per cent of the message that is not visible to him. In reading fingerspelling 100 per cent of the message is visible.

We believe that the speech of our deaf children is better as a result of our using manual fingerspelling than it would be if we used exclusively oral means of communication. The reason for this is that a deaf person must have some confidence that the English language he is using is correct if he is going to try to use it in oral speech. Our children have better language and thus have more confidence in their language and as a result are more willing to use their speech than would otherwise be the case.

It might be pointed out that the Rochester System received its name because it was developed and used for many years in the

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Methods of Communication . . .

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Rochester School for the Deaf in New York. Although many other schools for the deaf expressed admiration for the system, no other school for the deaf in the country adopted this until the California School for the Deaf, Riverside, was opened in 1953. With the example set by this school, we now have a widespread movement across the United States with many schools adopting and publicly advocating the use of the Rochester Method.

When this school originally opened, the Rochester Method was first used with only our older children with the introduction of fingerspelling coming with children at about the age of twelve. Because of the success of the communication method as demonstrated by the continued improvement in our educational level in the school, we have continually moved the introduction of this means of communication downward. We now have all classes but one in our Elementary, Junior High School, and High School using the Rochester Method, and in September, 1967, all classes in these three departments will be using it. In addition to this we use the method with a couple of our older classes in our Lower School, and during the current school year we began using the method with one of our entering classes of five-year-old children. This means that next year all of our children who are nine years of age or older will be using the Rochester Method and we will begin to have some younger children who will utilize it through their whole school career.

Throughout the United States educators of the deaf and parents of deaf children have expressed dissatisfaction with the educational level the big majority of deaf children are able to achieve. We believe that a major step in elevating this level is to use a method of communication that reaches many more children. When these children are able to understand most of the time, it adds greatly to their opportunity to learn and understand the English language. In our experience the Rochester Method helps to bring this about. It is not some magic method of education. It is an added means of communication that

anyone who has a desire to do so can learn to use as a supplement to his oral communication in a very short period of time.

—The California Palms



The Great 21



The troop banner of Troop 21 is displaying a special light blue ribbon. This ribbon may be a rare ribbon. The award was made to this troop for its participation in the Klondike Derby. The derby was attended by about 300 district Scouts. To be fully in the derby a patrol should have a dog sled like those used during the Klondike Gold Rush days. Lacking such sleds the whole troop went for a "look-see-learn." The course laid out proved so interesting and the problem of using compass in finding the six towns on the map at the derby was too challenging to pass up. The troop split up into two groups and both groups covered the whole course, a 5-mile trek, working on the use of compass to get bearings. The derby chairman, Scouter Haney, was so impressed by the interest of the whole troop that he had the light blue ribbon custom-made—justly so—for a special group of boys.

The parade on May 13 downtown for Scouts' Day and Circus in Great Falls was on Troop 21's calendar of activities. Each patrol marched behind its own patrol flag. The troop was led by Billy Three Irons carrying troop flag bedecked with ribbons of past achievements. It is with no doubt that the troop made a good impression in that parade.

Besides garnering the special ribbon and good impression in the parade, Troop 21 did something else—raising its own funds by a carnival open to the public in the school's gym. The Scouts really learned how to run carnival booths in a hurry. The crowd was large, the venture was a success, and the show was so thrilling, full of fun that plans are now being put into the pot for another carnival next year. How about it, boys? Let's have clowns out on the sidewalk advertising one that lasts all day!

One would think this is all a group of wonderful Boy Scouts can do in a short period between the Rocky Mountain Leaders. Oh no, there is something else the troop did. It established—maybe—a new tradition for the

The Rocky Mountain Leader

Floyd J. McDowell, *Editor*
J. William Lenth, *Assistant Editor*
Philip Vedovatti, *Assistant Editor*

school's Arbor Day. The program, the tree planting and speech were all in the hands of the Scouts. Each patrol planted its own tree. Scoutmaster Dave Hartford gave a moving speech, comparing boys to trees — each needing love, tender care, sunshine to grow tall and straight in life . . .

Cued Speech---A New Way to Talk

Dr. R. Orin Cornett, vice president for long-range planning of curriculum and facilities at Gallaudet, originated in 1965 a new kind of communication. This communication, called Cued Speech, involves signs made close to the mouth that show only what is missing or cannot be distinguished on the lips. The signs mean nothing in themselves.

The method employs twelve manual "cues" which do not show individual "phoneme" but give, instead, enough information in each to lead to correct identification of the phoneme from what is visible on the lips.

The central purpose is to aid the deaf person in lipreading and also the learning and mastering of the spoken language. It is mainly for the young deaf child, who is to be taught language, and is easily understood even before the child could possibly understand fingerspelling or signs.

In Cued Speech, the vowels are shown by the position of the hand while the consonants are shown by the shape of the hand. There are four positions for the vowels, which are made at places near the neck and mouth. For example, "a" as in 'father' must be distinguished from "a" as in 'that,' since both look alike on the mouth. Thus one is

indicated by a hand position near the mouth while the other is indicated by a hand position on the neck.

At the same time, an "f" or "v" sound will be indicated by the shape of the hand, similar to fingerspelling; however, here, every consonant does not have a shape, but only those that cannot be distinguished on the lips. For example, the three consonants, "t," "m," and "f" have the same hand shape.

It is felt that Cued Speech will speed the learning of lipreading and language skills in the deaf child, and thus speed up other aspects of learning.

In referring to older deaf, Dr. Cornett states that, "the speaking deaf person must wage a never-ending battle against deterioration of his speech." He goes on to discuss that, "through cued speech, the deaf person can become aware of regional, dialectical and colloquial differences in pronunciation."

One elderly deaf teacher, who had learned this new communication and spoke with Dr. Cornett, discovered minor faults in his own speech that he had never noticed before. He could also understand quite well a foreign language spoken to him with the aid of Cued Speech.

Dr. Cornett also states that "the speaking deaf person who is employed among hearing people may raise the level of his communications with his associates by asking them to give him an hour of their time in which he can teach them to use the four positions needed to clarify the vowels for a person who does not hear."

Although this invention is relatively new and still in its experimental stages, Cued Speech may become a new and successful revolution in communication for the deaf. Dr. Cornett teaches Cued Speech every Tuesday and Thursday, at 3:30 p.m. in Room 120, Hall Memorial Building, to anyone who would like to come to learn or just to observe.

Dr. Cornett is planning a summer seminar here in June for teachers of the deaf and hopes that these teachers will in turn teach parents of deaf children in their localities this system of communication. The filming unit of Gallaudet College has already made a number of films to be used in demonstrating the method.

—Buff and Blue

R.I.T. Appoints

Dr. Robert Frisina

Vice President N.T.I.D.

The first responsibility of Rochester Institute of Technology, after selection as sponsoring institution for the National Technical Institute for the Deaf, was to find the most qualified person to administer the new college. Many were interested because of the singular challenge inherent in this unique project.

Dr. Robert Frisina, who has been dean of the Graduate School at Gallaudet College, Washington, D.C., was selected, and has taken up his duties in Rochester. He holds the title vice president for N.T.I.D. Dr. Frisina will be responsible for the recruitment and training of staff, design and coordination of the educational programs, and advice in the construction of facilities.

A former resident of Bradford, Pa., he has been associated with Gallaudet College since 1951. He was promoted to professor of audiology in 1956 and appointed as the organizing director of Gallaudet's new Hearing and Speech Center which opened in 1959. In 1964 he was elevated to dean of Gallaudet's Graduate School.

Dr. Frisina holds a bachelor's degree in biology from Westminster College, Fulton, Mo., a master's degree in deaf education from Gallaudet College and a doctorate in audiology from Northwestern University.

He has been a consultant to the Bureau of Maternal Health and Child Welfare, Department of Public Health, Washington, D.C.; to the U.S. Office of Education; the U.S. Vocational Rehabilitation Administration; and the National Institute of Neurological Diseases and Blindness of the National Institute of Health.

Dr. Frisina is married and the father of five children.

Public Often Confused About the Deaf

Educators like Dr. Frisina, who have spent many years working with deaf students, are concerned that the general public learn more about the nature of deafness. An overly large percentage of those with normal hearing seem to assume that a totally deaf person will be permanently relegated to the lowest levels of the occupational scale; that those who are

employed will work as unskilled or semi-skilled laborers. For this reason, public officials and conscientious citizens have usually supported vocational programs for the deaf as the most appropriate, if not the only, approach to employment.

This indicates a misconception as to the potential of the fully-educated deaf person, and also, perhaps, a lack of differentiation between vocational training and technical education. It is because enough people are persuaded that many deaf persons can be educated for higher-level technical occupations that N.T.I.D. was conceived and is now established.

Overwhelming Support of Educators

Most heartening, at this early stage, is the unanimous concurrence by the full educational community in the need for this undertaking. At the same time all have indicated their desire to cooperate. The N.T.I.D. program will pioneer in at least two directions; the extension of occupational opportunities for the deaf to the semi-professional level of the technologist, and the first attempt to educate deaf students within an academic environment that is primarily a hearing community. It is, indeed, a bold project that is now begun; the present vacuum it fills is the greatest spur to action.

Service, Research and Training

N.T.I.D. will have a three-fold purpose: Service, Research, Training. The service function—direct education of the enrolled

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Braille Course a Success; Club Formed for Transcribing

The braille course offered by the Department for the Blind in conjunction with the Adult Education Division of the Great Falls public schools ended on a high note April 24. Eight graduating members of the course banded together to form the Great Falls Volunteer Braille Transcribers Club.

The primary functions of this organization are to transcribe print books into braille and to braille tests and other materials for those of our students who plan to attend local public schools in the fall.

Members of the group are as follows: Ann Leigland, Alice Cross, Pat Silas, Pat Dross, Mary Young, Kay Grant, Virginia Meyers and Mrs. William Griffith.

Library of Congress "Talking Books" For Blind To Be Given To Persons With Other Handicaps

The famous "talking books" that the Library of Congress has supplied to blind readers for 34 years are now available to people with other physical handicaps.

Public Law 89-522 (July 30, 1966) authorized the Library of Congress to extend its national books-for-the-blind program to residents of the United States and to U.S. citizens abroad who cannot read conventional printed materials because of physical limitations. Last fall, Congress appropriated \$1,497,000 to implement the authorizing legislation, and the President signed the appropriation act on October 27, 1966.

Meanwhile, the Library has changed the name of the Division for the Blind, which has provided braille books to blind readers since 1931 and talking book recordings since 1933, and the division has prepared for increased service, acquired the additional books and phonographs, and developed necessary informational resources.

Now—in January 1967—the Division for the Blind and Physically Handicapped is ready to supply the Nation's new borrowers with books and magazines.

Handicaps besides visual impairment which can prevent normal reading are disabling paralysis, muscle or nerve deterioration affecting coordination and control, and confinement in iron lungs or other mechanical devices. Among the causes of these conditions are cerebral palsy, multiple sclerosis, muscular dystrophy, arthritis, infantile paralysis, myasthenia gravis, and diplegia.

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deaf students—is primary, and will receive the principal emphasis initially. Since this institute will provide situations not to be found anywhere else, yet related to all education of the deaf, unusual opportunities for research will be present. Thirdly, it is expected that N.T.I.D. will become a training center for teachers and other professional workers serving deaf students at various levels of development.

—RIT News & Views

How the Program Operates

Readers with these handicaps may now borrow talking books from 34 cooperating regional libraries in the United States that already serve blind readers by lending the books produced by the Library of Congress. They may obtain phonographs supplied by the Library through 54 machine-lending agencies. The service is entirely free.

To borrow books from his regional library, the individual reader should obtain a brief statement, certifying the characteristics of his physical disability, from a competent authority—such as a doctor, optometrist, registered nurse, professional staff member of a hospital or other institution or agency, or, in the absence of any of these, from a professional librarian. In cases of total blindness, a statement signed by a prominent member of the community is accepted. The statement should be sent to the regional library for the blind in the person's area or, if he does not know its identity, to the Library of Congress.

The books are general in scope, ranging from titles of current and popular interest to classics and vocational and practical materials; there are also well-known magazines, such as *American Heritage*, *Holiday*, *Good Housekeeping*, and *Sports Illustrated*, available.

Individual titles of special or limited interest—recorded on tape by volunteers—supplement the talking books on discs. Borrowers of taped books must own or have access to a tape player, however, since the Library of Congress does not yet provide these machines.

Development of such an extensive library program is possible through the generous cooperation of publishers and authors who freely grant permission for their books to be reproduced in embossed or recorded forms for the thousands who otherwise could not read.

Catalogs of books available in the regional libraries and information on national services and resources may be obtained from the Division for the Blind and Physically Handicapped, Library of Congress, Washington, D.C., 20540.

"Mouse That Roared"

Scores Success

The Blind High School presented the comedy, "The Mouse That Roared," adapted by Christopher Sergel from the book by Leonard Wibberly on March 11 at 8:15 p.m. in the College of Great Falls Theater. In spite of an extremely cold blizzard, the actors played to a near-capacity audience.

The play, a political farce, seemed to entertain everyone's sense of humor. The laughter rang through the theater for two and one-half hours, beginning with Mike Root running down the aisle calling for the Fenwickian field mouse.

While everyone in the audience was relaxed and laughing—everyone backstage was shaking with stage fright. The students finally realized why two months of rehearsals were necessary. However, it is hard to say who enjoyed the play more, the audience or the cast.

After the play, the cast and crew were invited by the management of Borrie's in Black Eagle for huge spaghetti dinners. Although everyone came back to the school thoroughly fatigued, the first question asked the next day was, "When is the next play going to be? Things are too quiet around here without rehearsals!" The students will have to wait until next year when another play will be presented which, we hope, will be just as enjoyable as the "Mouse That Roared."

Style Show Held May 3

The program at the May 3rd meeting of the P.T.H.A. of the Montana School for the Deaf and Blind was presented by the home-making classes of the school. The theme for the style show was "Teens in Tempo."

From the Department for the Deaf the young seamstresses modeled a wide variety of garments including play clothes, party dresses, nightwear, and dresses in the current fashion of "mod" and "poor boy." From the Department of the Blind garments illustrating these first-year homemaking students' growing skill with a needle, iron, sewing machine and material were modeled. The girls from the Department for the Blind showed scarves, drawstring bags and shift dresses they had made.

The program was under the direction of Mrs. Florence McCollom of the Department for the Deaf and Mrs. Viola McDowell of the Department for the Blind. Stage decorations were made in the woodworking class of the Department for the Deaf instructed by Richard Mullins.

Blind Students in Speech Meet

On April 7-8 Great Falls High School hosted the annual National Forensic League District Speech Meet. For the first time, three of the students from the Blind High School participated. Mike Root and Anita Nelson were both entered in the dramatic declamation division, Mike with a cutting from the play "Our Town" by Thornton Wilder, and Anita with a cutting from the play "The Miracle Worker" by William Gibson. Patty Breen participated in oral interpretation of literature with the poem "Chicago" by Carl Sandburg and a cutting from the book **Lorna Doone** by Richard Blackmore.

This was the students' first speech meet and the competition was excellent. Although all were understandably nervous, they all did fine jobs. To everyone's delight Patty Breen and Mike Root both made the semi-finals.

We hope that this is an indication of how well the Blind High School will do next year when they will be a member of the National Forensic League and participating regularly in all speech meets.

● NOTICE ●

PARENTS OF DEAF CHILDREN

The directory issue of the **American Annals of the Deaf**—"Directory of Services for the Deaf in the United States"—is the most complete yearbook for all activities relating to deafness published in the United States.

The Directory sells for \$3.00.

Orders should be sent to the

Editor

American Annals of the Deaf

Gallaudet College

Washington, D.C. 20002

Technical Institute for Deaf Is to be Integral Part of RIT

Efforts will be made for maximum integration of National Technical Institute for the Deaf students with those with normal hearing at the Rochester (N.Y.) Institute of Technology, Dr. D. Robert Frisina, newly-appointed head of NTID, has announced on assuming his new post.

The nation's first college-level technical institute for the deaf is scheduled to receive its first class of 200 students in 1969 and eventually have an enrollment of more than 600.

The tuition-free deaf institute will be entirely financed by the U.S. government through the Department of Health, Education and Welfare.

"Our initial venture," Dr. Frisina said, "will be to determine the most effective methods of incorporating deaf students into RIT's regular classes."

"I would hate to think that we should have a national technical institute for the deaf located and functioning all by itself in one corner of the RIT campus," he commented.

The prime purpose of the NTID is to make the deaf student more adaptable to normal society, and, consequently, greatly enhance his employment potential while reducing his social problems, Dr. Frisina added.

He estimated that five out of every six of America's deaf of college-level intellect are underemployed because they are underprepared for more responsible positions.

Consequently, the former dean of Gallaudet College's graduate school said, most have gravitated to unskilled and semi-skilled jobs.

On the basis of experience, Dr. Frisina observed, it is likely that NTID's students will fall under three different groups: (1) those who can participate in 70 per cent of the regular classes, requiring only 30 per cent special classes for those with hearing defects, (2) those who may split their classes 50-50 and (3) those with greater problems who will require 70 per cent special classes and only 30 per cent integrated.

About 60 per cent of the deaf students can be expected to have readily intelligible speech and hence should be more easily integrated with regular RIT classes, he added.

Some 20 per cent will probably have some slight speech impairments while the remaining 20 per cent will have larger communication problems, he noted.

Reducing the physical, psychological and sociological barriers between RIT's regular students and the NTID students will be a primary concern of the new school head, who holds the title of vice president of RIT for the NTID program.

To promote this, he plans for extensive integration at the classroom, dormitory and student activities levels as well as programs of instruction for RIT personnel.

The latter programs will include visits to Gallaudet College as well as orientation classes this summer at RIT.

Dr. Frisina foresees substantial transfer of students between Gallaudet and NTID, once the program becomes established at RIT.

He particularly expects that numerous students will decide to enroll at NTID for two years of technical education after first gaining two years of general education at Gallaudet. RIT students pursue majors in photography, art and design, printing, crafts, electrical and mechanical engineering, business administration, retailing, food administration, medical technology, chemistry, biology, physics and mathematics.

Classroom Chatter

from the Department for the Blind

Primary

The Telephone Building

Last Friday afternoon, our class went to the telephone company. It was a huge building. We walked up a lot of stairs. We saw a switchboard. We heard some operators answering calls. We saw the information office where you can call and get numbers which you do not know. We saw many, many wires which carry telephone messages in town and to other towns, too. We got to see how telegrams are received. We saw the machines used for direct dialing so the

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operator doesn't have to answer. It was very interesting. At the end of our trip we each received a key chain with a little telephone on it. Mine was pink.

—Wendy Krogfoss

Puppets Are Fun

We made puppets in art class. We used paper sacks and glued faces on them. Then we made up a little play for our puppets. It was about a gorilla who stole a baby. The parents had to look for the baby. They finally got it back. We invited our houseparents and the first grade class to our show. It was a lot of fun.

—Don Orr

My Birthday Trip

I flew home to Kalispell on April 22 for my birthday. I had a lovely birthday on April 24th. We had pizza, angel food cake, and ice cream for my party. I received some real nice presents. The best present of all was going home.

—Barbara Reynolds

An Enjoyable Weekend

Friday, April 28, my whole family, including our dog, Tammy, went to Bozeman to see Grandmother and Grandfather.

Saturday afternoon we went to a wedding. That was exciting. Later we went to the reception. I had some turkey, a piece of wedding cake, some mints and some punch to drink. Then we watched the bride and groom open their gifts.

Sunday we had a good trip back to Great Falls. There was a lot of pretty scenery along the way. When we got to Great Falls, we stopped and had a hamburger and milkshake before I came back to school. I had a lot of fun.

—John McCulloch

Cub Scouts Go Rollerskating

On April 18, Don Orr and I went rollerskating with our Cub Scout Den. At first someone had to hold me up. After a while Don pushed me out onto the floor and I went sailing half way across the room. Then I tried to skate back over and found I could go alone. We had a lot of fun after that. I fell down more times than I could keep track of but it was still a lot of fun.

—Ki Weingart

Two Birthdays

Last Friday was my Aunt's birthday. After supper my Mother, Father and I went to her house. We had ice cream and cake for her. Then Sunday was my Father's birthday. We had more cake and ice cream for him. It was a birthday weekend.

—Susie Black

Our New Flag

We have a new flag in our room. The red stripes are satin ribbon. The white stripes are velvet ribbon. The stars are cut out of felt. We like the flag because we can feel it.

—Bonnie Rosseland

Working Hard

We all sing in the Junior Chorus. Right now we are busy practicing for our spring musical. It will be May 31st this year. We are going to sing several songs so it takes lots of singing. This will be my first program so I am anxious for it.

—Nancy Troendle

Elementary

My Hobby

Baking has become my hobby. I started to try baking something in February. I have baked pie, cake. I find baking very interesting.

One day I went to my sister's house with Mother and Daddy. While there I baked a chocolate cake. I also frosted it. My brother-in-law called me a famous cake baker.

—Richard Battrick

Swimming Class

Every Thursday afternoon, boys and girls from the third through the sixth grade enjoy swimming at the "Y." They are transported in the school station wagons. Teachers take turns going with the students to help them in the dressing rooms before and after swimming. They help to fasten every button in the suit or cap. They also urge all of the boys and girls to speed up their changes.

Since last fall we have learned many things in swimming.

First, of course, we learned how to float, then we tried to do the jellyfish and other floats. We have had contests to see who could hold his breath longest in doing the

floats. Not the same ones win all the time which shows we learn from experience.

After we had mastered the float we learned the flutter kick and the arm stroke. A few weeks ago we were allowed to go into the deep end of the pool to practice.

Last Thursday our instructor asked if there was anyone who wanted to try to jump from the diving board. I'll admit I was scared to try but I picked up enough courage to try. Next time I'm going to practice more on diving.

Swimming is a great sport. Anyone who has the chance should try it. It is good exercise as well as fun.

—Judy Enseleit

A Trip to Valley View School

One day Mr. Vedovatti, my principal, asked me to go with him to visit a sixth grade at Valley View School. I took my social studies book, an abacus and a small globe with me.

I read a few paragraphs from my social studies book to show the boys and girls how we read in braille. This proved that we study lessons as they do but we use the Braille method.

On the abacus I did a few arithmetic problems to show how I add and subtract numbers very easily.

I found places on the globe because the continents were raised and I could follow the outlines with my fingers.

The visit was an enjoyable experience for me.

—Debbie Bennett

High School

Lightning

Fire in the sky,
Coming from God's angry eye—
Hope it isn't I.

Tears

I must go away.
Little sister takes my hand;
Our voices change so.

Snow

The world, white and smooth,
Walk not on this perfection:
It covers all things.

Velvet

Much can be hidden,
Tigers walk and carry death—
Women wear it, too.

—Mike Root

An Enjoyable Afternoon

On Sunday, May 7, 1967, at about 2:45 p.m. the majority of the older Blind Department were taken to Great Falls High School. Here we spent an enjoyable afternoon listening to the Great Falls Symphony Orchestra and the Symphonic choir. The symphony orchestra was directed by Richard C. Cole, and the symphonic choir was directed by Mary E. Moore.

The symphony orchestra played such selections as Horse Race, Fashion Show, Shepherd's Hay, and numerous other songs. The choir sang such things as Night of My Nights, Baubles, Bangles and Beads, He's in Love, and others.

Everyone enjoyed the performance and was grateful for the opportunity to attend.

—Theresa Hain

A Day at District Music Festival

Last Friday, April 14, 1967, proved to be very interesting, exciting, and educational for the members of the Senior Chorus from the Department for the Blind. At one o'clock on Friday we were taken to Great Falls Central High School to participate in the District Music Festival, which was being held there.

Our chorus, which has twelve members, was scheduled to sing at about 1:25 p.m. We were allowed to sing two numbers, both of which were Psalms. Our adjudicator (judge) Neil Wilson was very pleasant and offered some very helpful suggestions on what we could do to improve our chorus.

In addition to our competition with the chorus, two of us competed in individual events. Joy Goodover entered the piano competition. She played her solo at 9:30 a.m. for Dr. Jerry Bailey. I gathered from what she said afterward that Joy was very impressed with this experience.

For the second year in a row, I was a contestant in the solo vocal competition. My solo was scheduled just before the chorus was to sing and so my adjudicator was also Neil Wilson.

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Although there was some disappointment because we did not do well enough to go on to the State Festival, we were very pleased with the ratings that we did receive. Considering that the ratings may range from a one, which is the highest, to a five, which is the lowest, we felt lucky that we all received two ratings.

Everyone seemed to be quite pleased with the experience; I know they will agree that it was worth the hard work that we did to prepare for it. This is just one of the comments that I overheard! "Since we were not competing against any other people, we can work to improve so that maybe next year we will get a one and go to State. Anyway, it's nice to look forward to next year's festival."

—Nita Nelson

My Dear

Sitting here, I ask myself, why are you what you are?

Are you there—are you real or just a dream?

And if you are real, lift up your head

And whisper those sweet words I love to hear.

I see you as a snow white dove that flies through the heavens,

An angel, sent to me by God in his love.

And that he who sits in immortality above should harken to my feeble prayer

And give me such as you to love,

Is quite enough to make my heart sing songs of never-ending praise.

Yet, pondering your beauty and sincerity,

I loathe my own boldness in the thought that you are mine.

And knowing that no man may be possessed, but of his will,

I leave it to your judgment—

Am I worthy of your trust?

Do you want me as I am?

Can you truly love me?

Then, looking into your loving eyes,

I see these decisions made;

And listening to your voice,

I hear that tone which comes of a resolute and sure heart.

And running to your arms, I know that our love's life rests in my hands alone.

—Mike Woodring

"Authenticity" and Teaching

By Sydney J. Harris

Discussing a common school problem a parent recently asked me: "How is it that some teachers are able to control their classes with a very light rein, and have no disciplinary troubles, while others must shout and plead and threaten and still get nowhere with the trouble-makers?"

I don't think the answer has much to do with teaching techniques or even experience, beyond a certain degree. I think it has almost everything to do with the "Authenticity" of a teacher.

NOTICE I do not say "Authority" but "Authenticity." For genuine authority, which is more than a matter of official position and the ability to reward or punish, comes out of the depths of the personality. It has a realness, a Presence, and aura, that can impress and influence even a 6-year-old.

A person is either himself or not himself; is either rooted in his existence, or is a fabrication; has either found his humanhood or is still playing with masks and roles and status symbols. And nobody is more aware of this difference (although unconsciously) than a child. Only an authentic person can evoke a good response in the core of the other person; only person is resonant to person.

Knowledge is not enough. Technique is not enough. Mere experience is not enough. This is the mystery at the heart of the teaching process; and the same mystery is at the heart of the healing process. Both are an art, more than a science or a skill—and the art is at bottom the ability to "tune in to the other's wavelength."

And this ability is not possessed by those who have failed to come to terms with their own individuated person, no matter what other talents they possess. Until they have liberated themselves (not completely, but mostly) from what is artificial and unauthentic within themselves, they cannot communicate, counsel or control others.

A few teachers who meant the most to me in my school life were not necessarily those who knew the most, but those who gave out the fullness of themselves; who confronted me face to face, as it were with a humanhood that awoke and lured my own small and

trembling soul and called me to take hold of my own existence with my two hands.

Such persons, of course, are extremely rare, and they are worth more than we can ever pay them. It should be the prime task of a good society to recruit and develop these personalities for safeguarding our children's futures; and our failure to do so is our most monstrous sin of omission.

Classroom Chatter

from the Department for the Deaf

Corrected

Prep 2 Leader Notes

Mr. MacArthur brought a chick to school.
It was small and soft.
It was black.
It said, "Peep, peep."
We gave the chick some feed.
We gave it some water.
We put clean paper in the box.
Mrs. Meier took the chick home.
It will grow big on the farm.

We went to the laundro-mat.
Bobby took the basket in the laundro-mat.
Steven put our harnesses in the washer.
Steve found two dimes for our wash.
Brent got the soap with a nickel.
Brad and Tim put the soap in the water.
Flarin put the dimes in the holes.
We saw the harnesses get clean.
We took them out of the washer.
Bobby took the basket to the car.
The harnesses dried at school.
Now they are nice and clean.

—Bobby Stiller, Steven Hoppe,
Steve Yackley, Brent Corgiat,
Brad Davis, Tim Sullivan and
Flarin BigLake

I rode on a big bus.
I went home.
Daddy cut my hair.
I have a red comb and a book.

—Bruce Catron

Daddy came home.
We were happy.
I pulled a tooth.

—Dale Campbell

I got a box.
I got some cookies.
I went home.
Daddy cut my hair.

—Dennis Catron

Daddy, Eddie and I went fishing.
We caught ten fish.
We had fun.

—Douglas Mendenhall

We went to a party.
We played.
We had fun.

—Shelly Sherrard

Vicki got a card.
It had a cat on it.
It said, "Mew, mew."

—Terry Ketterling

Mother came to school.
We went home.
I was happy.

—Vicki Harrington

I got a box.
I got some new shoes.
They are brown and white.

—Lyn Holm

Cookies

April 23rd we went downstairs to the small kitchen. We each took turns measuring the ingredients. Then we put the cookies on wax paper. We had 39. After that we went back upstairs to our room, and Miss Wheeler let us eat them. We had 6 cookies left so we gave them to Class 4.

—Charlotte Hansen

May Day

Our class had a surprise for May Day. We made May baskets. I stapled together strips of paper to make mine. Then I painted it gold and blue. I put gold stars on the bottom and on the top of it. During recess we gave the baskets to other people. I gave my basket to Miss Wheeler. She was surprised, but she knew who it was from. Miss Wheeler gave her basket to Mr. McDowell. He was surprised.

—Mark Aleksinski

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An Imaginary Story

AUTHOR'S NOTE: I had to give a report about South Vietnam to my class. After I finished studying about the country my teacher asked me to write an imaginary story about a boy in Vietnam. This is my story.

My name is Denham. I live in South Vietnam. I am twelve years old. I live in a small village. My house is built of mud and bamboo, thatched with palm leaves and grass. I eat rice and fish. Our school has a shortage of teachers. We have 2,500,000 students attending our public primary and secondary school. Children may attend private schools. The recreation is swimming and hide-seek. The people wear old clothes to work in the rice fields.

When I was five years old, I had an accident when swimming. I got on the diving board. I slipped and fell down. I hit my ear on the diving board. I was hurt. I went to the hospital. The nurse bandaged my head. I feel bad that I am deaf. Now I am in America to see what this country looks like.

By Denham

—(Jon Mullins)

Life in the United States

The American boys wear pants and shirts or jackets. The American girls wear dresses, jumpers, or blouses and skirts.

Their church is nice, new, and modern with bricks.

They eat potatoes, meat, vegetables, potato chips, apple pies, strawberries, and watermelons.

There are deer, horses, and prairie dogs.

They eat turkey on Thanksgiving Day.

They talk and write English.

They watch TV. They sing "America" and dance "The Virginia Reel."

They read cowboy stories, Indian stories, "The Lone Ranger," Pilgrim stories, "Daniel Boone," "The Wizard of Oz," Indian wars, ABC story books, and Davy Crockett.

The people in the United States are Europeans, Negroes and American Indians.

—Rita Lux

The Pow Wow

We girls went to the Pow Wow at the College of Great Falls, Saturday, April 29. There were many people and many Indians.

The braves wore many different clothes, many rattles, headbands, leather pants, quills, and feather headdresses, moccasins, and braids.

The squaws wore deerskin dresses, blankets, braids, moccasins, headbands, and wristbands. They had papooses for babies.

The Indians showed the Eagle Dance and Shield Dance, the Hoop Dance, the Indian version of rock and roll, and the Crow Indian Twisters. There were some fancy dances, too.

Four squaws showed sign language. Some of the people didn't understand what they said.

We listened to the Indian drummers. The drums sounded awful. Some of the people got headaches.

Barney Old Coyote talked through a microphone. He introduced the Indian Princess Vicki. She came to the Great Falls Pow Wow from Canada.

—Marion Louie

Life in America

The boys wear pants, shirts, and jackets. The girls wear dresses, jumpers, or blouses and shirts.

The schools sometimes are nice, new, and modern with bricks.

We often eat potatoes, meat, vegetables, potato chips, apple pies, strawberries, and watermelons.

We have deer, bears, horses, elk, raccoons, buffalo, seals, eagles, and prairie dogs.

Other countries do not have Thanksgiving, but the U.S. has Thanksgiving. The Pilgrims prayed to God and thanked Him for all the food. This started the first Thanksgiving.

Our language is English. We, deaf people, use the sign language.

One of our songs is "America," and one of our folk dances is "The Virginia Reel."

The Americans read cowboy stories, Indian stories, The Lone Ranger, The Wizard of Oz, Indian wars, the Pilgrim stories and ABC story books.

The kind of people living in America are American Indians, Europeans, and Negroes.

—Peggy Jo Sharon

The Gold Rush to California

Rita and Peggy were the women. Douglas H. and I were horses and men. Miss Wheeler was the boss. Marion was the leader. We put a coffee pot, buns, beans, guns, and blankets in the covered wagon. Miss Wheeler rode on a horse. Marion, Rita, and Peggy rode in the covered wagon. Douglas H. and I were horses. We pulled to Colorado. We stopped because it was dark. Douglas H. and I became men. Douglas H. shot some deer and bears at night. The women cooked some beans and coffee.

The boss, the leader, and the women went to sleep. Peggy found a feather from an Indian. Early in the morning I woke up the boss, the leader, and the women. Douglas H. and I became horses again. We arrived at the mountains in California. The boss saw a lake. We ran fast to the lake to drink water, but the other covered wagon broke its wheel. Douglas H. and I fixed the wheel. Then we drank some water. Marion looked at the map. The boss said to go across the mountains. We built a house. We looked for the gold. I found some gold. The gold was gone. We left town. We moved to another mountain. Marion found some gold. We built houses again. Peggy was sick. Then she died. The boss cried. Marion buried Peggy. The boss said we would move to San Francisco. The boss said it was too dark and it was time for supper. I shot ten buffalo. The boss died. Marion was the boss. Rita buried Miss Wheeler. We arrived at San Francisco. We gave our gold to a bank. We got a lot of money.

—Gregory Lakey

UFO

One Friday night in early April my mother ran to my bedroom and told me to come outside and look up in the sky. We could see a UFO. A man driving along the highway stopped and watched the UFO, too. So I knew we were not just seeing things.

My cousin Jimmy said he saw another UFO after the other UFO had gone down behind the horizon.

My mother called our nearby friend on the telephone because the UFO was near her house. Our friend said it was big, bright, and white, and it hurt her eyes to look at it.

The next day there was news in the newspaper about the UFO. Many people in Mon-

tana had seen it. We still wonder where it came from.

—Jean Handy

My Future in May

We will have many activities in May. On May 1 there will be a Girl Scout meeting in the gym from 8:00 p.m. to 9:30 p.m. I will be giving a play for the girls to watch.

On May 3rd there will be a style show and I will show the people my clothes. I have made three dresses, one pair of pajamas, and one skirt.

On May 27th there will be a Girl Scouts picnic all day and I think we all will be going about 9:00 a.m. and stay until about 4:30 p.m.

On May 15th will be another Girl Scout meeting from 8:00 to 9:30 p.m. I will be giving a play and we will play games.

On May 16th at the Literary Society meeting there will be no skit. We are just going to talk about past events and discuss new business.

Anita Sides' birthday is on May 18th and she will be 17 years old. We are planning a party for her.

May 20th is my pen pal's birthday. Her name is Lynn Hamers. I hope she will be able to come Saturday afternoon. That night we will have a banquet for the Literary Society. We are going to invite some teachers to go to the banquet.

Our exams will be May 29, 30 and 31. I will have to study hard for them. After that, the school year will be over and we will all go home for the summer.

—Barbara Duncan

Paethon, Son of Apollo

Apollo had a son named Paethon. Paethon was honored by all people except one boy. His name was Ephaphos who said he, himself, was the son of Zeus. He said that Paethon's mother was just kidding about his father being Apollo.

Furious at this remark, Paethon went over to see his mother and asked for proof that Apollo was his father. She had no proof, but told Paethon to visit his father's palace which was not very far. It was just beyond the eastern horizon.

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So Paethon, willingly to prove his father was Apollo, went over to see him. When he arrived at his father's palace, and opened the door a big, flashy light shone upon him. He had to protect his eyes from the bright light. At this time, Apollo recognized his son, and took off the crown which had given off bright light, and let his son see his face. Paethon asked him if he was his son or not. Apollo said yes, and to prove more, he said he would give him anything he wanted. Then Paethon said he wanted to ride in his sun chariot. Apollo did not expect this, but he did not want to break his promise. He decided he would try to dissuade Paethon. Paethon was stubborn and would not change his mind, so Apollo rubbed his face with a magic ointment to protect him from the searing heat and light. After that, he got his chariot ready, and Paethon got in. The horses felt no weight on their backs, so they were wild and uncontrollable. The chariot went up and up until finally way up in the sky, then it came nearer and nearer earth until it burned part of Africa which is now the Sahara Desert. Gaea, Mother Earth, asked Zeus to save her from total destruction. Hearing this plea, Zeus sent a thunderbolt at Paethon and destroyed the chariot. Paethon then fell to his death. Elymene and her daughter looked for him and finally found him. Then they buried him. The gods turned her into a poplar tree for they couldn't stand her crying.

—Terry Dean Johnson

The Golden Apple

Long ago there was a wedding and all of gods and goddesses were invited. But one goddess whose name is Erie was a troublemaker. Erie was not invited to the wedding because the gods and goddesses did not want her, so she got angry with them. Then she flew over and threw the golden apple with a note.

The three goddesses touched the apple and they were quarreling. They were Venus, the goddess of love and beauty; Juno, the queen of heaven; Athena, the goddess of wisdom. They asked the gods to tell which one was the fairest. But the gods couldn't tell. They were afraid. So the gods decided to send for Paris at Mount Hal. Paris looked at

the goddesses and the goddesses made an arrangement before Paris picked the one who was the fairest. Juno said "If you give me the apple, I will promise you great riches." Then Athena said "If you give me the apple, I will give you wisdom." Paris was thinking hard. Later Venus said "Give me the apple and you will have a beautiful wife." So Paris gave the apple to Venus and she was very proud that Paris had awarded her the apple.

Later Paris sailed to Greece to see the king. He saw the king's beautiful wife, Helen. Paris told Helen to escape with him. So Helen went with him and sailed to Troy. Suddenly the king noticed his wife was gone. So the king told the soldiers to follow the ship to get Helen. Paris got his beautiful wife, but started a war called the Trojan War. Venus helped start the Trojan War by giving Helen of Sparta to Paris.

—Kathy Humphrey

Literary Society Meeting

Two weeks before Literary Society meeting started, I had to practice on a story that I had to give before the student body. This story was very sad. It was about Enoch Arden. Enoch was a married man. He wanted to go to China to find wealth. His wife did not want him to go sailing because their youngest son was very sick. Enoch went sailing to China any way. His young son died while Enoch was away.

Years and years passed. Enoch did not come back. His wife, Annie, waited for him for a long time. Finally she married another man. Later Enoch returned. He found that the town had changed. He went home, but he found his house was empty. So he decided to go to an old tavern. He asked a woman who owned the tavern what had happened to his wife. The woman told him that Annie had married another man. His heart was broken. He learned that wealth was not the most important thing.

The night of the meeting I was so nervous because I had never stood on the stage and told a story before. As I stood and looked at the members of Literary Society meeting, my nervousness became worse. I tried my best. Finally it was over and I was so glad. I hope I will not be so nervous next time.

—Ellen Hulet

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Great Falls, Montana

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